



# FAIRsFAIR

Fostering Fair Data Practices in Europe

## Data Stewards Instructor Training

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Acknowledging contributions from and reuse of slides from FAIRsFAIR colleagues including Hugh Shanahan and Joy Davidson.



# FAIRSFAR

Fostering Fair Data Practices in Europe



## DATA PRACTICES

- ◆ **Reports**
  - ◆ FAIR requirements for persistence and interoperability
  - ◆ Guidelines for ontology design and vocabulary interoperability
  - ◆ Basic framework for services enabling FAIR (including software)
- ◆ **Solutions for interoperability and machine accessibility for FAIR-aligned repositories**
- ◆ **Prototype for interoperability of repositories**
- ◆ **Workshops and hackathons: Recommendations for FAIR Semantics and Semantics in FAIR**



## DATA POLICY

- ◆ **Reports**
  - ◆ Recommendations on data policy and analysis of practice
  - ◆ Integration of meta-data catalogues
  - ◆ White paper on alignment and synchronisation around FAIR, Open Science and EOSC
- ◆ **Support programme for repositories to reach FAIR compliance**



## CERTIFICATION

- ◆ **European network of trustworthy repositories enabling FAIR data**
- ◆ **Support and guidance for certification of data repositories**
- ◆ **Tool to identify relevant trustworthy certified repositories**
- ◆ **Pilots to support the assessment of FAIR data in trustworthy repositories**



## TRAINING, EDUCATION AND SUPPORT

- ◆ **Reports**
  - ◆ FAIR data in European higher education
  - ◆ Training for researchers in FAIR data science and its impact
- ◆ **FAIR competence centres tailored to different communities**
  - ◆ Three annual schools in core data skills for researchers
  - ◆ Five instructor training (train-the-trainer) events
- ◆ **FAIR competence framework for higher education**
  - ◆ Three annual FAIR data education stakeholder workshops
- ◆ **FAIR competences adoption handbook for universities**
  - ◆ Three workshops on integrating FAIR data competences
  - ◆ Case studies on good practices in FAIR competences education

# MAIN OUTPUTS

March 2019 - February 2022

# Data Steward Instructor training

*Objective:* Support a range of communities in their activities aimed at FAIR data uptake and compliance, deliver data stewardship training

*Data stewards:* Support staff from research communities and research libraries, and those managing data repositories. Data stewards typically vary in the tasks they cover.

Three main areas where we see data steward roles:

- embedded and operational
- generic and advisory
- policy, strategy, and coordination

<https://www.fairsfair.eu/competence-centre>



# Data Steward Instructor Training

- Train-the-trainer activities aimed at instructors who will be delivering training within their own institutions
- Aimed at data stewards/ data support roles (generic and advisory roles) in universities and other research institutions
- Common model developed
- Three half days spread over one week e.g. Monday, Wednesday, Friday
- Materials shared in advance – “flipped” learning approach
- “Homework” to be completed in between times
- Discussion forum for each day using [FAIRdata Forum](#)



**FAIRsFAIR, EOSC-Pillar, EOSC-Synergy and Ghent University Instructor Training Workshop**

**7th, 9th and 11th of June**

**FAIRsFAIR**  
Fostering Fair Data Practices in Europe

**NORF**  
NATIONAL OPEN RESEARCH FORUM

**FAIRsFAIR, EOSC-Synergy and NORF Data Steward Instructor Training**

**12th, 14th and 16th of July**

**FAIRsFAIR**  
Fostering Fair Data Practices in Europe

**MOST DANYCH**

**FAIRsFAIR EOSC Synergy Data Steward Instructor training at Gdańsk University of Technology**

**6-10 September 2021**

# Workshop make-up

- Around 30 attendees
- From multiple institutions in one region/country
- Strong emphasis on team work
- Encourage members to get to know each other
- Build communities



# Example: Aims and Learning Outcomes

## Aim

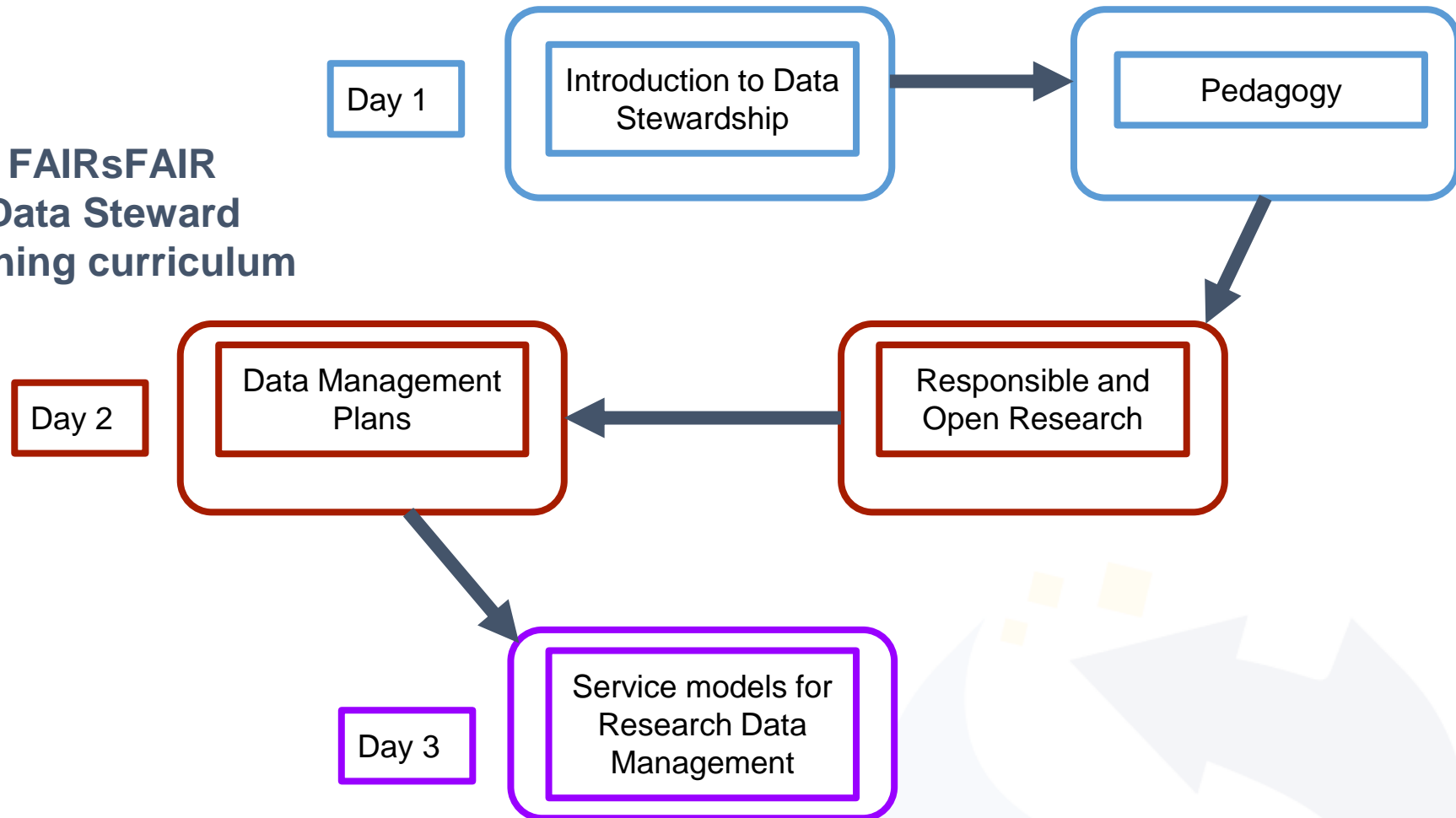
This workshop aims to introduce participants to the key concepts and drivers for Open Science, Research Data Management (RDM) and FAIR data, to consider the existing local support service they can leverage and to identify areas where collaboration with peer institutions on support provision will be beneficial.

## Learning outcomes

At the end of this workshop, participants will:

- Be able to explain some of the political drivers for RDM, FAIR and Open Data
- Be able to explain the difference between FAIR and Open Data to researchers
- Be able to develop training courses to be run at their own institution using open learning resources
- Understand the range of skills and knowledge associated with data stewardship
- Collectively identify areas where collaboration on service provision is most beneficial
- Have set training goals for the next six months
- Have established a peer network

## FAIRsFAIR Data Steward training curriculum

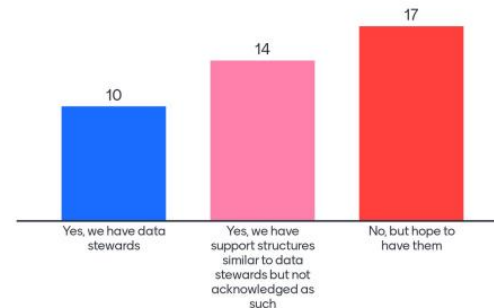


# Some observations - landscape

- Universities are employing data stewards/ related roles or thinking about it
- Not necessarily called data stewards – **variable job titles**
- Need to teach a **set of skills** rather than training for specific role

Does your institution employ data stewards or similar support?

Mentimeter

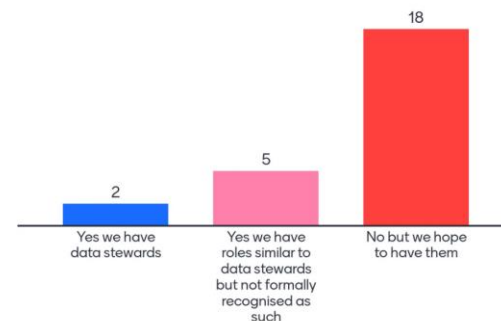


Example feedback from events

Does your institution employ data stewards or similar support roles?

Mentimeter

Mentimeter



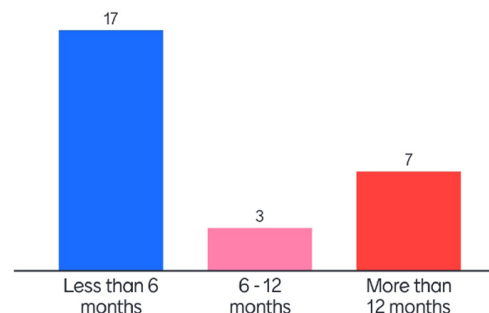
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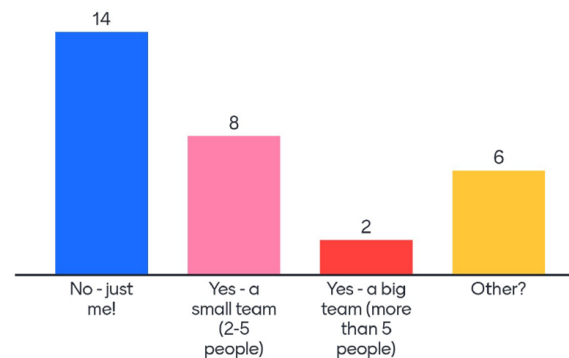
# Some observations - landscape

- Often working in **small teams** or **singleton** posts
- People **new** to the role
- Need for training and **community building** to support emerging roles
- Desire to bring people together from different organisations to **share experience** and **knowledge**

How long have you been in your role as a data steward?



Are you part of a data steward team?



# Summary

- Many people are “doing” Data Stewardship but with a different title
- Clear demand for practical advice, e.g. Data Management Plans
- Role requires significant amounts of training/communication
- Different regions have different levels of contact with community and different levels of coordination
- Focus on community building - internal (within institution across roles), external (with similar roles in other institutions)

## What next....to think about

- **Would this approach to training/skills development work in the UK?**
- **Who/which organisations would be best placed to coordinate/deliver it?**



# HOT OFF THE PRESS

Professionalising Roles through Training, Mentoring, and Recognition: ACME-FAIR Issue#3 (1.0). Zenodo.

<https://doi.org/10.5281/zenodo.5728376>

ACME-FAIR is a 7 part guide developed in the project – this part addresses the key issues of professionalising roles.

# THANK YOU

